ROBERT E. CASHION ELEMENTARY 1700 Fork Shoals Road Greenville, SC 29605 K-5 Elementary School GRADES 349 Students ENROLLMENT Virginia A. Dean 864-299-8383 PRINCIPAL SUPERINTENDENT Dr. William E. Harner 864-241-3456 BOARD CHAIR Tommie E. Reece 864-271-3619 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Good Excellent Average Below Average Unsatisfactory 3 27 60 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: ND This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	-		

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

	Teachers	Students	Parents
Number of surveys returned	28	49	31
Percent satisfied with learning environment	100.0%	89.8%	70.0%
Percent satisfied with social and physical environment	92.9%	85.7%	63.3%
Percent satisfied with home-school relations	50.0%	91.8%	83.9%

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

All students
Gender
Male
Female

White African-American Asian/Pacific Islander

Hispanic

Disabled

Migrant Status Migrant

English Proficie

Non-migrant

Racial/Ethnic Group

American Indian/Alaskan
Disability Status
Not disabled

PACT PERFORMANCE BY GROUP

E	BY GR	OUP							
	Englis	Rent 1st ing	lested ologic	Jon Basic of	Rasic old	Proficient of	Advanced Advanced	Advanced State	Objective
			Er	nglish/Lar	iguage Ai	rts			
	167	99.4	39.7	42.9	16.0	1.3	17.3	17.6	6.0
									1000
	83	98.8	51.3	41.0	7.7	N/A	7.7	17.6	300
	84	100.0	28.2	44.9	24.4	2.6	26.9	17.6	2000
									23
	53	100.0	21.6	52.9	25.5	N/A	25.5	17.6	35
	107	100.0	48.5	39.4	11.1	1.0	12.1	17.6	883
	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6	
	4	75.0	N/A	N/A	N/A	N/A	N/A	17.6	
	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6	
									0.3
	114	100.0	29.0	48.6	20.6	1.9	22.4	17.6	643

30.6

N/A

42.9

6.1

N/A

16.0

N/A

N/A

1.3

6.1

N/A

17.3

17.6

17.6

17.6

Linguisti Fronticiciicy								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	167	99.4	39.7	42.9	16.0	1.3	17.3	17.6
Socio-Economic Status								
Subsidized meals	109	99.1	47.5	37.4	15.2	N/A	15.2	17.6
Full-pay meals	58	100.0	26.3	52.6	17.5	3.5	21.1	17.6
Socio-Economic Status Subsidized meals	109	99.1	47.5	37.4	15.2	N/A	15.2	17.6

63.3

N/A

39.7

53

N/A

167

98.1

0.0

99.4

				Matnei	matics			
All students	167	100.0	37.2	50.0	12.2	0.6	12.8	15.5
Gender								
Male	83	100.0	37.2	52.6	10.3	N/A	10.3	15.5
Female	84	100.0	37.2	47.4	14.1	1.3	15.4	15.5
Racial/Ethnic Group								
White	53	100.0	21.6	56.9	21.6	N/A	21.6	15.5
African-American	107	100.0	47.5	46.5	6.1	N/A	6.1	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	114	100.0	29.0	54.2	15.9	0.9	16.8	15.5
Disabled	53	100.0	55.1	40.8	4.1	N/A	4.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	167	100.0	37.2	50.0	12.2	0.6	12.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	167	100.0	37.2	50.0	12.2	0.6	12.8	15.5
Socio-Economic Status								
Subsidized meals	109	100.0	40.4	51.5	8.1	N/A	8.1	15.5
Full-pay meals	58	100.0	31.6	47.4	19.3	1.8	21.1	15.5

Abbreviations for Missing Data

Robert E. Cashion Elementary									
PAC	T PERFO	IRMANC	F BY GI	RADE L	FVFI				
							/ &	6.	Advanced Advanced
		/.	ent lesting	' ted /	"Basic	asic /	Hicier	Wance	ient onced
		Etrolfr D	ay of Testing	Lested olo Be	How Basic	Basic ok	Proficient olo	Advanced Advanced	iert and districted
		\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	<i>"</i>	elo list	n/Langua	/		olo	
	Grade 3	49	N/A	36.7	30.6	32.7	N/A	32.7	
	Grade 4	50	N/A	24.0	56.0	20.0	N/A	20.0	
22	Grade 5	51	N/A	33.3	60.8	5.9	N/A	5.9	
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 3	49	100.0	26.1	39.1	30.4	4.3	34.8	
	Grade 4	59	98.3	43.6	45.5	10.9	N/A	10.9	
2003	Grade 5	59	100.0	47.3	43.6	9.1	N/A	9.1	
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

				M	athematio	cs		
	Grade 3	49	N/A	42.9	51.0	6.1	N/A	6.1
	Grade 4	50	N/A	36.0	44.0	16.0	4.0	20.0
2002	Grade 5	51	N/A	39.2	51.0	7.8	2.0	9.8
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	49	100.0	26.1	52.2	19.6	2.2	21.7
	Grade 4	59	100.0	36.4	58.2	5.5	N/A	5.5
2003	Grade 5	59	100.0	47.3	40.0	12.7	N/A	12.7
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CH				

0	ur School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 349)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.3%	Up from 3.9%	2.7%	2.4%
Attendance rate	96.8%	Up from 96.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.3%	Up from 4.1%	10.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	18.1%	Down from 18.8%	8.8%	8.0%
Older than usual for grade	2.0%	Up from 1.2%	1.4%	1.1%
Suspended or expelled	1.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	51.7%	Up from 48.3%	46.2%	50.0%
Continuing contract teachers	58.6%	Down from 86.2%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.1%	Down from 90.0%	86.0%	86.2%
Teacher attendance rate	98.7%	Up from 98.0%	95.2%	95.3%
Average teacher salary	\$41,609	Up 2.9%	\$39,348	\$39,909
Prof. development days/teacher	7.1 days	Down from 7.8 days	12.1 days	11.4 days
School				
Principal's years at school	40.0	Up from 39.0	4.0	4.0
Student-teacher ratio	N/R	N/R	18.6 to 1	18.9 to 1
Prime instructional time	94.8%	Up from 94.3%	89.6%	89.7%
Dollars spent per pupil*	\$6,138	Down 2.6%	\$6,049	\$5,892
Percent spent on teacher salaries*	70.3%	Up from 68.9%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.7%	Down from 98.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

East Gantt Elementary is a small school in a suburban area of Greenville County. East Gantt has an enrollment of approximately 380 students in K4 through fifth grade. There are also self-contained special education classes for children with learning disabilities, emotional disabilities, and educable mental disabilities. To start the 2003-04 school year, East Gantt will move to a new facility and will be renamed Robert E. Cashion Elementary.

Learning is the priority at East Gantt Elementary. Growth in all areas of each child's development is fostered by learning situations which incorporate the curriculum standards; by an atmosphere in which every learner feels worthy, secure, and respected; and by support from parents and community. Teachers, administrators, and parents share the responsibility of providing clear goals and high expectations for student achievement.

The School Improvement Council, the Title I Planning Team, and the total faculty work together to identify research-based strategies that will be used to improve student achievement. During the 2002-2003 school year, an emphasis was placed on implementing the 4-Block method of teaching reading and on studying the PACT math scores.

Analysis of standardized test data is one of the means used to evaluate the progress of East Gantt's students. On the 2002 PACT tests, 63% of the third, 76% of the fourth, and 67% of the fifth grade students scored at or above the basic level in language. In math 57% of the third, 64% of the fourth, and 61% of the fifth grade students scored at or above the basic level in math. The percentage of East Gantt students scoring Below Basic in 2002 dropped in fifth grade ELA, fourth grade math when compared to the 2001 PACT scores. However, the percentage of scoring Below Basic in 2002 increased in third grade ELA, fourth grade ELA, and third grade math.

East Gantt has evaluated the total school program to look for barriers to higher levels of student achievement. The faculty has targeted the following areas for continued efforts for improvement: basic academic skills, problem solving, math skills, and technology skills. Reducing class size at the first, second, and third grade levels and having a full-time counselor have been priorities for East Gantt. Plans also focus on building and sustaining networks of support for student learning by extending the school community.

The focus on basic instruction with individual planning for each child is believed to be largely responsible for the achievement levels of East Gantt's students. After-school programs extend the opportunities for qualifying children to accelerate their learning. The commitment to continuous improvement in meeting the needs of each student will help ensure that East Gantt's students continue to achieve at higher levels.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.